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ABSTRACT

This packet of materials provides information for those who have obtained Lansing Community College's videotape series on stress and professional burnout and who plan to use these tapes in a professional development seminar. General information for seminar leaders is presented first, including a list of the contents of the packet, an outline of seminar objectives, and suggestions for conducting the seminar. Narratives on the content of each of the videotaped programs are then presented. The first program defines burnout as a self-imposed victimization; reviews the physical, emotional, and behavioral reactions to stress; discusses the tendency to blame others for stress; and urges the learners to keep a journal recording their stress-related feelings and behaviors. The second program expands on the phenomenon of blaming others; provides instruction for developing a personal profile of burnout symptoms; and discusses the individual's responsibility to effect needed attitudinal and value changes in light of these symptoms. The third program examines barriers to change caused by distortions in a person's perception due to excessive blaming or imbalances in physical, social, or emotional behavior. Within and between each videotape summary are instructions to the seminar leader regarding activities and group discussions. A seminar evaluation form and handouts on stress management, self-acceptance, and preventing burnout are appended. (JP)

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BURNOUT/STRESS

TELE PD SERIES

SPRING, 1980

Prepared by
Mary Lee Stapelman &
John D. Cooper

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PROFESSIONAL DEVELOPMENT PROGRAM
LANSING COMMUNITY COLLEGE
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Lansing Community College

419 N. CAPITOL AVE., BOX 40010
LANSING, MICHIGAN 48901

Serving the Heart of Michigan

Summer, 1980

Dear Friends:

I hope you enjoy the Burnout/Stress program developed at Lansing Community College. It proved to be a great success for people who participated throughout the college.

It was first presented in the Spring of 1980. The initial program was broadcast live to groups on campus, each facilitated by a colleague of the participants. The facilitators met before each session to become familiar with content and prepare for leading group activities. Their backgrounds varied; faculty, administrators, and counselors.

In the summer we offered the program again to a small group meeting twice a week - Tuesday and Thursday afternoon. The group was facilitated by me. Each offering consisted of six sessions. Days one, three, and five were the televised sessions. Days two, four, and six were follow-up discussion sessions. Each day ran for approximately one and a half hours.

I would make the following recommendations as a result of our experience. First, allow one week between the televised program and group discussions to permit people to process, try new ideas, and experience some changes. Secondly, strongly encourage people to write - using a journal to collect their thoughts and observations. Third, recognize that each individual will have different reactions to the program content. Each may find it very personal. Some may be quicker to respond with visible change while others may be affected three months later or never. Some may find they do not need to change.

My hope is that the program serves you well. We felt it was a good beginning for our use of television for staff development at Lansing Community College.

Please return the evaluation feedback form when you have made use of the program. We would like to hear from you. Good Luck.

Sincerely,

John D. Cooper

John D. Cooper, Director
Professional Development

JDC/dab

WHAT HAVE YOU PURCHASED?

I. Three sixty minute video tapes of a Professional Development Program on Burnout/Stress. The video tapes were done during the spring of 1980 as part of a six week program. They were televised to six campus groups ranging in numbers from 7 to 15 during the first, third, and fifth weeks of the series.

II. A written explanation of each programs content so that you will be able to plan for facilitation of small groups on your campus.

III. Some guides for your use in facilitation of group activities after they have viewed the video tapes. At Lansing Community College these guides were used to follow-up each televised series with group discussions during weeks two, four, and six. Participants should keep a journal for their personal profile and elaborate on ideas presented in the televised presentation during the group discussions in interim weeks. However, the guides may help to elaborate on individual ideas or questions.

IV. A brief evaluation form which we would like to have returned after you have used the program. Please return to John D. Cooper, Director, Professional Development, Lansing Community College, Box 40010, 419 N. Capitol Ave., Lansing, Michigan 48901

A word about facilitation of programs. Webster's defines facilitate: To free from difficulties or obstacles; make easier; and; assist. We think it is helpful if facilitators of the burnout program view themselves as participants like other members of the group. They will want to do some preparation to be familiar with each programs content and ways to assist with the groups discussions.

Each member of the group may have very different reactions to the program. They should have different perspectives since the series is designed to get people to develop a self profile and take responsibility to change his or her profile if he or she chooses to do so. The facilitator should view his/her job as one of making this process somewhat easier by raising questions or giving some direction to points brought out in the group. The facilitator cannot provide answers for others. He/she should be accepting of other perspectives and willing to share his/her thoughts, feelings, or attitudes. Good Luck!

INTRODUCTION

Explanation and Instructions

Have participants introduce themselves.

Take time to explain to participants how the program works. They will not be watching television for sixty minutes. Each person will be asked to write and share their thoughts and feelings after receiving some information.

The facilitator should provide them with 1) writing paper, 2) a copy of program objectives and 3) an article of your choice to read later.

Articles we think are good are:

- Maslach, Christina. "Burned-Out," Human Behavior (September, 1976), pp. 16-22.

- Veninga, Robert. "Administrator Burnout - Causes and Cures," Hospital Progress (February, 1979) pp. 45-52.

- Scrivens, Robert. "The Big Click," Today's Education, (November - December, 1979) pp. 34-35.

- Noe, Dorothy. "A Prescription," Today's Education, (November - December, 1979) pp.35-36.

- Sparks, Dennis. "A Teacher Center Tackles the Issue," Today's Education, (November - December, 1979) pp. 37-39.

The program description and objectives are as follows:

DESCRIPTION

This seminar will present a method of self-direction for dealing with burnout in a series of three one hour t.v. programs as described below plus three group sessions.

PURPOSE

The purpose of the seminar is to:

(1) provide information which will assist an individual to use introspective and objective processing.

(2) develop a plan of action for self.

(3) provide lifetime supports for burnout prevention.

SPECIFIC OBJECTIVES

The seminar will be self-evaluated on how satisfactorily the individual can:

(1) develop, through processing, a composite of his/her burnout symptoms.

(2) collect self data and create a profile.

(3) identify needs and develop skills to meet them.

(4) implement a personal plan of action.

CONTENT OF VIDEO TAPE PROGRAMS

Program 1 Introduction, seminar expectations, definition of burnout, introspective processing to include writing in notebook etc., emotional symptoms, physical symptoms, social symptoms and judgmental symptoms.

Program 2 Review of definition. Introduction of objective processing with collected subjective information. Compile data and come to conclusion of facts with a self-protrait. Examine through discussion influences of negative energy or attitudes, direct use of positive influences, example: communication skills, self-growth classes, physical recreation, etc.

Program 3 Planning and implementing goals. Establishing short and long term agendas for self. Using a journal for private dialogue and affirmation. Experimenting with some needed skills, (eg; confronting, using options, etc). Affirming self through public participation with new skills.

TELEVISION FACILITATOR

The video taped programs are facilitated by Mary Lee Stapelman, Continuing Education Instructor, Lansing Gereral Hospital - Osteopathic, Lansing, MI 48910, 372-8220.

PROGRAM 1

What we are looking at is "burnout" and how it affects you. Mary Lee Stapelman's role is one of a catalyst. She asks that you form a commitment to take some responsibility and ownership. You are asked to develop a personal profile to determine what burnout means to you - and what you are going to do with it.

Definition: The programs premise is that, "burnout is a self-imposed victimization brought on because you didn't have resources available to deal with it. You were not able to communicate what your needs were." Some may prefer the words overstressed or overloaded.

Mary Lee asks that through "introspective processing" participants get in touch with their needs. Hopefully, participants will develop their resources to keep in touch with how they respond to stress in the future. They will be asked to set some personal goals in a future program. Participants are encouraged to keep a journal or some written description of what they experience. They are to share what each is comfortable revealing to others.

PHYSICAL SYMPTOMS

Each person reacts differently to stress. Some may have lower back pain, headaches, a tightening of muscles, insomnia, loss of appetite, increase in appetite, stomach tension, a gritting of the teeth, soreness of the eyes, etc. Mary Lee asks that each participant answer the question: What kind of signals does my body give me? When I'm burned out, my body....

(THERE IS AN EIGHT MINUTE BREAK AT THIS POINT FOR WRITING AND GROUP DISCUSSION. THE FACILITATOR WILL ENCOURAGE PARTICIPANTS TO TALK ONCE THEY HAVE HAD A FEW MINUTES TO WRITE.)

EMOTIONAL SYMPTOMS

Each person may experience different emotions when under stress. Some of the feelings may include: anger, inflexibility, a feeling of worthlessness, disorganization, personally uninteresting, too overworked at home and the office, competitive, powerless, unimportant, or unable to contribute, no sense of accomplishment.

Participants should answer the question: How do I feel when I get burned out? When I'm burned out I feel....

(THERE IS AN EIGHT MINUTE BREAK AT THIS POINT FOR WRITING AND GROUP DISCUSSION. THE FACILITATOR WILL ENCOURAGE PARTICIPANTS TO TALK ONCE THEY HAVE HAD A FEW MINUTES TO WRITE.)

SOCIAL SYMPTOMS

People show their stress through behavior sometimes. They may: talk a lot, prefer not to be with people, remain silent in groups, avoid talking on the telephone, eat lunch by themselves, avoid eye contact, race by people on the street, refuse invitations to speak before groups, avoid meetings or professional gatherings, etc.

Participants should begin to recognize how they behave with people. What is their social image? Ask yourself: Do I like to be with people? When I'm burned out I act like..... or I do....

(THERE IS AN EIGHT MINUTE BREAK AT THIS POINT FOR WRITING AND GROUP DISCUSSION. THE FACILITATOR WILL ENCOURAGE PARTICIPANTS TO TALK ONCE THEY HAVE HAD A FEW MINUTES TO WRITE.)

JUDGING OR BLAMING SYMPTOMS

When we are stressed there is a tendency to blame others. We often blame the boss, colleagues, our family, or even ourselves. Ask yourself: Who do I blame when I'm burned out?

CLOSING

In closing Mary Lee offers "A little gift to take with you" - A relaxation exercise which can be done anywhere to reduce tension. It is repeated at the close of each program.

(We encourage you to let the video play until completion of the credits since the music and film offer a message for the participants.)

DISCUSSION

People may continue the discussion after viewing the video tape. The facilitator should make a judgment as to the groups interest in continuing to talk at this time. Activities from this session should:

1) help students define and write their own statement on burnout.

2) begin introspective processing: participants to list physical, social, and emotional symptoms.

3) begin the discussion of judging.

FOLLOW-UP - 2ND SESSION

Some time should be allowed between the viewing of the first video tape program and a small group discussion. We encourage several days to permit people to be introspective, write down some of the feelings, physical symptoms, and behaviors they note for themselves. This process of personal data collection is helpful in building a profile.

The following are some suggestions for faciliating the second group session:

BURNOUT SEMINAR
FACILITATOR'S GUIDE
GROUP PROCESS

1. Review through discussion each students definition of burnout. Any changes in attitude, definition, etc.
2. Each student to discuss and elaborate on their "introspective processing" material.
3. Questions for students might include: Whether they were surprised about some symptoms, were they consciously aware of these, how about the unconscious - did they have to really dig for some of their information?
4. Discuss the judgemental attitudes:

   how are they used, did some discover greater judging on their part than was necessary? What kinds of self attitudes are they discovering?
5. Have the students decided to keep their portrait updated during the week. Take notes for their own information?
6. What color do they view themselves to be at this point? Why?

In addition, you may wish to use the film "Joshua and The Shadow" to stimulate discussion.

PROGRAM 2

INTRODUCTION

Mary Lee reviews the first program; pointing out that participants are building a personal profile. Participants have been asked to get in touch with physical, emotional, and social symptoms which reflect their own response to burnout or stress. She reiterates that her definition for burnout is "a self victimization brought about because an individual did not have the resources available to communicate his/her needs."

BLAMING

This portion of the program asks that participants reexamine the question of blaming. Mary Lee suggests that we give further thought to the questions. When I'm burned out, who do I blame? What do you do by way of blaming? Why do you blame? What does it free you of when you blame?

(THERE IS A BREAK OF APPROXIMATELY SEVEN AND A HALF MINUTES TO PERMIT WRITING AND DISCUSSION. THE FACILITATOR WILL WANT TO BE PREPARED TO DISCUSS SOME OF THE IMPLICATIONS OF BLAMING BEHAVIORS FOR THE INDIVIDUALS OR THOSE HE/SHE BLAMES. PARTICIPANTS WILL HAVE HAD OPPORTUNITY TO CONSIDER THESE QUESTIONS AND THEY WILL NEED SOME DIRECTION IN GOING BEYOND THE INITIAL REACTIONS.)

Blaming is an important concept. Recognition and acknowledgement of time and energy spent on blaming is the beginning to taking responsibility for oneself. The act of blaming does not help or produce growth in the individual.

DEVELOPING A PERSONAL PROFILE

The activities to this point should be used as the basis for each individual's personal profile. Each person will find that he/she will have different symptoms and behaviors as a result of stress they experience. Some may have a far greater physical tolerance than others, while still others may react in a more emotional way. (For example: Men cry more easily than women.)

Mary Lee offers three profiles as follows. Participants may find that they experience some symptoms for each of the types of burnout profiles. They are not meant to be rigidly held to. It is important to <u>recognize the key attitudes</u> reflected by these profiles.

THREE BASIC TYPES OF BURNOUT PROFILES

I. Beginner

Physical: Some fatique, lethargic, occasional headache, stomach tightness, muscular tension, backache, etc.

Emotional: Irritable, sensitive, may cry at anytime, some anger, frustration, etc.

Social: Participates when called upon but does not seek social situations, fairly friendly, will respond to teach, lead, etc. if requested.

Blaming (Judgemental): Wishes things could be better, may say "If only things were different, we had more help," etc.

Self Conclusion: "Life's fairly good, it could be better, maybe I could take a look at improving things." "I have some responsibility for creating change!"

Key Attitude: Ownership and positive avenues for improving. "I own some responsibility, I can make some change and I want to make some changes."

Statement: This individual functions well, not quite up to peak, gives a good appearance, receives praise from co-workers, family, students etc. He/she may say, "I'm glad everybody thinks I'm doing well, because I know I'm capable of better."

This person has a fairly good sense of humor, enjoys physical activities, functions with a fairly good positive attitude.

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II. Intermediate

Physical: Very tired, exhausted, over eats, frequent indigestion, may have to adjust diet, headaches (makes certain they have aspirin etc. available), uses antacids, has a drink at lunch to get through the day, drinks at night to help relax. Increased use of cigarettes to relieve tension. Skin itching and may use tranquillizers or skin solution for this. May sleep more hours than normal. Sits in chair and watches T.V.

Emotional: Edgy, productivity is limited, disorganized, feelings of panic, weepy, irritable, pushy, non-creative, insensitive, intense, uses abusive language, swears, and projects much of frustration on others.

Social: Needs quiet, dislikes noise, tends to isolate self, boisterous behavior, laughs loudly, rude manner and too tired to do any socializing.

Blaming: (Judgemental) Feels the boss overloads, there's never enough help, not enough hours in day, inefficient colleagues and nobody understands how hard he/she works. Family is totally insentitive to needs.

Self Conclusion: Life is the pits, there's no point in trying, I'm not responsible and everybody's out to get me.

Key Attitude: "This has nothing to do with me. I'm helpless and I'm trapped. It's not my problem; it's the system which has me."

Statement: This individual is angry and feels hopeless and helpless. Is trapped by situations which have placed him/her in this position. He definitely is not responsible. There is nothing she can do about this plight. The ownership is not his.

III. Advanced

Physical: Has learned to live with headaches, an ulcer and muscular tensions. Passively tolerates all or some of these symptoms. Suffers from indigestion but eats anything. Weight gain is definite but there is no desire to diet. Eyes may be puffy, skin tone changed, increased heart rate, hypertension, short of breath, hyperventilates, etc.

Emotional: Sober, gracious or smiles on cue, expressionless, lacks spontaneity, little or no sense of humor, quilt ridden, angry, frustrated, feels incompetent, shy, lacks self-confidence in social situations and uses avoidance as an escape.

Social: Creates definite barriers, allows only necessary social interactions as demanded by job or family. Demands a quiet, safe place. Does not actively participate in social interactions. Functions as an observer not a participant. Limits movies, dinners, tennis etc. If done at all - only because of an obligation.

Self Conclusion: "I'm too tired to fight. It's not worth it to try. Besides - nobody really cares."

Key Attitude: There is no ownership or responsibility for creating change, because change is not a consideration.

Statement: There is no balance in this person's life. These individuals pass through life the victim of an exhausted attitude which feeds the self negative messages. The character profile remains good but the appearance is one of a sad and desolate person. They feel and project an inability to punch their way out of a paper bag. Being easily manipulated by others they do not claim what is rightfully theirs; allowing others to steal their ideas or direct them into relationships not of their choosing.

The destructive part of this is they compromise the Self! This profile keeps the person from joyful life experiences.

Consideration: The strong point to consider when evaluating burnout is attitude. Burnout is an attitude caused by exhaustion. The mental process affecting the physical, emotional and social structure of the individual. There is an imbalance. With imbalance the Self is unable to function to it's own satisfaction. This could be caused by either understress or overstress. Therefore, we can conclude the following.

Definition: Burnout is an attitude of hopelessness, fortified by exhaustion which leads to a non-productive life experience for its victims who feel helpless to convey their needs to others.

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DEVELOPING A PERSONAL PROFILE CONT.

After concluding the presentation of the profiles Mary Lee requests that each person write her a letter. The letter should pull together all the thoughts and feelings of the previous activities to reflect each participant's personal profile. Please write a letter beginning "Dear Mary Lee, I'm feeling ...."

(THERE ARE SEVEN AND HALF MINUTES FOR THE LETTER WRITING. PARTICIPANTS SHOULD BE ENCOURAGED TO FINISH THIS AT HOME.)

BEGINNING TO LOOK AT CHANGE

The program now moves to the topic of change. It is necessary to consider change, once we have identified our individual profiles and begin to accept responsibility to do something about it.

Change is not easy. It takes time, an awareness of what is important to the individual, a recognition of what is possible for each person to act upon, and often, support from friends.

Participants are asked to consider two questions. First, What would be the easiest thing for you to change? Would it be easiest to change social habits? Can you get involved in an organization, a church group, political movement, a social club, etc? Or, would it be easiest to get involved in some sport? Second, What would be the most difficult thing for you to change? Would it be difficult to give up sports if athletics are a big part of your life? Is it too much to ask to give up cigarettes, or drinking at this time? The second question is important to consider so that we do not set unrealistic expectations without first recognizing priorities and constraints which may be imposed or self imposed.

(THERE IS A SEVEN AND HALF MINUTE BREAK HERE FOR WRITING AND DISCUSSION.)

VALUES AND CHANGE

Change is often affected by our values and attitudes. Mary Lee asks that we take a look at our values through the use of a simple exercise, using a rose and a daisy. As a result of our value system we are often locked in to accepting things with an outlook that says, "That's the way life is." Sometimes values inhibit our doing things for ourselves because, "the organization or my family expects this or that from me." It becomes necessary to give "permission" to change. Also, in the process to change colleagues and family may challenge you.

Each person may begin to recognize his or her values by answering the question "Am I a rose? or a daisy?"

VALUES AND CHANGE CONT.

(THERE IS AN EIGHT MINUTE BREAK HERE FOR REFLECTION, WRITING, AND DISCUSSION. THE EXERCISE GENERALLY CREATES A GREAT DEAL OF DIALOGUE AND PERSONAL REFLECTION. SOME MAY FIND IT IMMEDIATELY ANSWERABLE, OTHERS MAY TAKE A GREAT DEAL OF TIME, AND A FEW MAY NOT BE ABLE TO RELATE TO THE EXCERISE.)

The program closes with a relaxation exercise.

FOLLOW-UP - 4TH SESSION

The second televised program, like the first, should be followed by discussion after participants have had time to reflect upon what they have heard, felt, expressed and written in their journals. We recommend several days to a week between the session. Here are some guides for the facilitator.

BURNOUT SEMINAR
FACILITATOR'S GUIDE
GROUP PROCESS

1. Brief review of definition and TV content.

2. What have we discovered from our putting data together and self-profile in terms of symptoms.

3. Discussion of concept of negative effects and energies. How they have influenced attitudes.

4. Suggested methods for overcoming burnout syndrome.
   - A. Assertive attitudes - skills.
   - B. Confrontation skills.
   - C. Use of conflict resolution for problem solving.
   - D. Giving feedback correctly - results you get when inappropriate.
   - E. Positive social skills.
   - F. Values - clarification of own.
   - G. Use of choices.
   - H. Ability to take risks.
   - I. Recreational needs - physical - nutrition.
   - J. Relaxation techniques.

5. Greatest area of need is to become a better communicator.

6. Identify needs for self. List in journal etc.

7. List weakest areas and examine why the needs here are greatest.

8. Have some burnout symptoms been disappearing?

PROGRAM 3

INTRODUCTION

The third program begins with a brief review of the first two televised programs. Participants have been asked to identify symptoms they experience when burned out to develop a personal profile. The program is premised upon the idea that "Burnout is an attitude of hopelessness, fortified by exhaustion which leads to a non-productive life experience for its victim, who feels helpless to convey their needs to others."

The second program has completed the individual profiles. Participants were asked to consider changes. What values are affected by change? What change is manageable for each person? We have been asked to look at feelings of powerlessness and our inability to communicate needs to begin to recognize our potential. Each individual is urged to get a handle on things by taking some action.

IMBALANCE

A person's perspective is often distorted when there is an imbalance in one of the areas discussed earlier; physical, emotional, social, or blaming. We are asked to look at where that imbalance is in our life. Are you spending all your time with the same people? Do the people you associate with offer negative input or messages? Have you cut yourself off from new ideas? Or, are you moving from one group of people to the next--feeling overwhelmed by too much stimulation?

What about physical activities? Are you getting enough exercise? Could you get into racquetball? tennis? or taking an occasional walk?

How about the emotional or blaming areas? Are you too introspective, lost in books, thought, and intellectual processing? Or, do you spend too much time making excuses? Waiting for the other person?

Participants should take time to answer the question: Where is the imbalance in my life?

(THERE IS AN EIGHT MINUTE BREAK HERE FOR WRITING AND DISCUSSION. SOME PARTICIPANTS MAY INDICATE THAT THEY HAVE ALREADY MADE SOME CHANGES. THE FACILITATOR SHOULD EXPLORE THESE EXPERIENCES WITH CHANGE, POSITIVE RESPONSES BY OTHERS TO THESE CHANGES, SUPPORT RECEIVED FROM OTHERS, DIFFICULTIES THAT THEY HAVE ENCOUNTERED, ETC.)

IMBALANCE CONT.

Mary Lee points out that some people have difficulty with the question of imbalance. Confusion arises with the recognition that one must be willing to give something up. Individuals must give themselves permission to make some changes. They are often faced with the difficult process of a shift in a value set. From this perspective she asks that participants ask themselves: What can I change?, and What can't I change? What shift in values is required of me? Am I willing to change my priorities? Are some changes too much for me at this time?

(THERE IS A SEVEN AND A HALF MINUTE BREAK FOR WRITING AND DISCUSSION. THE FACILITATOR MAY FIND A LOT OF DISCUSSION REFLECTING ATTITUDES AND VALUES. IT IS IMPORTANT TO LISTEN, BE ACCEPTING, AND ALLOW THE GROUP TO INTERACT. THE TOPIC OF CHANGE--OR THE ATTITUDES GENERATED THIS TIME--MIGHT DESERVE FURTHER DISCUSSION IN THE NEXT GROUP SESSION.)

Change is a risky process. Attitudes and values are often key to our willingness or ability to change. People should not spin their wheels if they can't change a situation. Do not preoccupy yourself with something which you cannot change or have no responsibility to change.

It is, however, important to look at ways to change. What are some concrete ways you can change--by trusting, caring, dropping barriers, accepting yourself, affirming your position, or just being you. Each person can look at change as a very personal thing. Begin with something you will feel good about and build. Taking this very personal perspective, Mary Lee asks that participants look at, What would I like to change? What can I do to bring about that change? What can I do to get in touch with what I need to change? What are some concrete things I can do to take some more ownership?

(THERE IS AN EIGHT MINUTE BREAK HERE. THE FACILITATOR MAY WISH TO PASS OUT A COPY OF THE IDEAS LISTED IN THE BACK OF THIS GUIDE.)

Mary Lee emphasizes that the key to preventing burnout is "change." You are the individual developing your own portrait. Take responsibility! It may be scary. It will most likely require some risk-taking. Participants should start to set goals by answering the question, What do I want to be doing by the 4th of July?, Or eight weeks from the date of the program?, and How am I going to do it?

IMBALANCE CONT.

(THERE IS AN EIGHT MINUTE BREAK HERE. THE FACILITATOR SHOULD ENCOURAGE DISCUSSION TO SHARE GOALS, TO REINFORCE THE NEED TO BE CONCRETE AND REALISTIC AS WELL AS TO LOOK AT STEPS WHICH PEOPLE WILL TAKE TO MAKE CHANGE.)

The program closes with the assignment to set short and long term goals before the next group session.

The relaxation excerise is repeated.

FOLLOW-UP 6TH SESSION

The final group session may be viewed as a beginning rather than an end. Participants have now had an opportunity to get in touch with some of their own feelings and behaviors. There is most likely been some recognition that other people share similiar feelings - they are not alone. They may have made new friends or identified resources they can call upon within themselves and with others. Here are some guides for the group discussion.

BURNOUT SEMINIAR
FACILITATOR'S GUIDE

1. Each member shares short and long term goals. Are they viable?
2. Discuss ways to implement goals?
3. Experimentation with skills. How to develop them, try them out, etc.
4. Is the group losing interest because of pressure on self for participation in new skills?
5. Is it getting risky to change?
6. Public and private affirmation. Is public affirmation scary?
7. Has keeping a journal been helpful?
8. Is keeping a journal too tedious?
9. What color is self today?
10. What would the group like to do to share this experience with others, continue with each other, etc?

EVALUATION/FEEDBACK

1. How did you use the Burnout/Stress Program?

   _____a) As a six week series.

   _____b) In two group meetings per week.

   _____c) Viewed all programs in one day workshop/seminar

   _____d) Only used parts of the program.

   _____e) Other, please explain

2. Did you

   _____Use facilitators.

   _____Have a number of small groups (10 to 15) meeting at the same time.

   _____Present to one large group.

3. Were the accompanying guidelines helpful to the facilitator(s)?

   _____yes _____no

   If no, what might have been helpful?

4. How would you rate the technical quality of the video tapes?

   Excellent 7 6 5 4 3 2 Poor 1

   Comment:

5. How would you rate the programs content?

   Excellent 7 6 5 4 3 2 Poor 1

   Comment:

6. Do you have any observations, reactions, or participants' responses which you would like to share.

Please complete and return this after you have used the program on your campus. Thank you.

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HANDOUTS

TECHNIQUES FOR MANAGING EXCESSIVE STRESS

1. Emotional insulation----give yourself a kind of pyschological immunity by interpreting the environment as less threatening, challenging and demanding

2. Be flexible in your attachments to people, groups and goals and be able to readily shift

3. Exercise, give motoric expression to feelings of flight and fight -- swimming, jogging, tennis

4. Diet -- keep calories under control and reduce refined sugar intake, know nutrition

5. Do relaxation exercises

   One exercise:
   * Inhale as you count to self 1-2-3-4
   * Hold breath while counting 1-2-3-4
   * Exhale as you count 1-2-3-4-5-6-7-8-9-10

   Relaxation Response
   * Relax by keeping things out of mind and focusing on number 1

6. Plan some aesthetic reflection each day

7. Read enjoyable non-work-oriented books that require concentration

8. Listen to others without interruption

9. Have a place for retreat at home

10. Slow down driver behavior

11. Stay out of psychological games by avoiding the roles of Victim, Persecutor and Rescuer

12. Each week, take your calendar and block out your free time first

13. Give up obsession with numbers (the quantity of things you get done), focus on the quality of life

14. Accept the simple fact that a person's time can be exhausted by their activities

15. Find time to ponder leisurely and weigh alternatives

16. Manage your time non-stressfully

17. Manage the number of life change units you accumulate and handle your "Coastering"

18. Take vacations that suit you

19. Be more flexible

20. Do not flagellate self by attempting to think about or perform two or more things simultaneously

21. Do a frank self-evaluation and accept limitations

22. Establish life goals, even if modest ones

23. Institute rituals and tradition in your life and take part in them

24. Delegate some work to others that could be done just as well by someone else

25. Let means justify ends

26. Re-engineer "hurry sickness"

    * Revise usual daily schedule of activities so as to eliminate as many events as possible that do not contribute directly to own socio-economic well being

    * Allow more time for activities so not to be rushed (5 to 10 minute break between appointments) Rise earlier so not rushed to get dressed

    * Work in a peaceful place

    * Talk less and only when necessary (consider your words)

    * Schedule lunch as a real change of pace and activity (find yourself)

    * Skip urgency about finishing work exactly on time (5:00 frenzy)

27. A drill against "hurry sickness"

    * Each morning, noon and mid-afternoon, remind yourself that life is always an unfinishedness. You are only finished when you are dead

    * Begin in your avocational hours to listen quietly to the conversation of other people. Quit trying to finish their sentences, hurrying them or interrupting them

    * Quit "polyphasic thinking" (trying to think of more than one thing at a time)

    * If someone is doing a job slower than you could, don't interfere unless you're positive they can't do the job at all

    * When confronted with any task, ask yourself, "will this matter have importance 5 years from now? Must I do this right now?"

* Before you begin to speak, ask: do I really have anything important to say; does anyone want to hear it; is this the time to say it? If the answer to any one is "no", don't say it

* Tell yourself at least once a day that no enterprise ever failed because it was executed too slowly, too well

* Whenever possible, shy away from making appointments at definite times. And carry classics with you in paperback for time when you have to wait

* If you don't protect your allotment of time, no one else will

* Remember that not everyone has "hurry sickness" and some will not mind waiting on you as much as you would

* Purposely frequent restaurants, etc. with companion where you know there will be a wait, and learn to wait without fidgeting

* If you speed through a yellow light, penalize yourself by immediately turning right at the next corner, circle block and start over

* Free yourself from bondage to numbers

* Read books that demand patience and your entire attention

* Interrupt activities which induce tension with restful activity

* Find periods each day when you purposely seek total body relaxation and peace of mind

28. Drill against hostility

* Remind yourself you are hostile. Develop your sensibility to the wants and needs of others while you reduce your sensitivity to affronts

* Say "Thank you" in a meaningful way for services performed

* Quit talking about (and inflicting on others) your ideals and disappointments in finding so few ideals in others. In other words, drop the I+, Y- position

* Begin to smile at as many persons as you can

29. "Altering your response" to stress

* Psychotherapy

* Drugs - the problem is that pills don't solve anything, only obscure the problem and can become emotionally addictive, if not physically addictive

* Group Psychotherapy

* Encounter and sensitivity groups

* Meditation

* Bio-feedback

* Hypnosis

30. Create a diversion, a change of activity when experiencing mental fatigue - it's better to exercise than to sit around. Stress on one system helps to relax others

31. Retrieve your total personality - detach yourself from the narrow pattern of work and short circuited emotion

32. Widen your cultural and intellectual horizons

33. Open yourself to new friendships - nourish yourself with communication with people, particularly with those who reinforce your newly expanded interests

34. Choose events and experiences which yield pleasure as you live through them; concentrate on savoring them and live each moment more fully

35. Give your personality latitude for fantasies, dreams, fresh hopes, and inject unexpectedness into your life

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SELF ACCEPTANCE IS CRUCIAL TO PERSONALITY HEALTH

There was once a scottie dog who was lost and alone in a neighborhood of Irish terriers. Every time the scottie walked down the street, the terriers would bark at the scottie in rage. The scottie was quite puzzled and hurt, but instead of wondering what bothered the terriers, the scottie began to analyze itself. Perhaps the terriers barked because the scottie was different. The scottie, therefore, tried very hard to be like the terriers. The scottie began to wag its tail as they did and to prick up its ears as they did. The scottie even barked in as perfect an imitation as could be achieved. And still they barked every time the scottie went by.

The scottie then decided to call in experts to write scholarly dissertations which would prove the greatness of the contributions of the scotties to canine civilization. Soon there were mountains of statistics to point up the courage of the scotties through a computation of the number of people they had rescued from burning buildings and drownings. Unfortunately, the only ones that read the books and the statistics were other scotties. Whatever the scottie did to impress or to imitate left the terriers unmoved. They continued to bark as in the past. Finally, the scottie decided that since it was a scottie, it had better act like one and live like one, and be the best scottie possible. And, if the terriers still barked, there was nothing to be done about it.

PREVENTING BURNED-OUTNESS OR STAYING CHARGED

1. Attainable challenges.
2. Be able to let go of some responsibilities (trust).
3. Keep life in balance (job and off job).
4. Physical exercise.
5. Lose weight.
6. Be gentle with one's self.
7. Be honest and open.
8. Deal with situations as they happen.
9. Do what you can in an 8 hour day and don't take your problems home with you.
10. Be open to flexibility.
11. Set goals, but have time for flexibility.
12. Staff meetings to enlighten others on being considerate of others time.
13. Ask specifically for support; affirmation; caring.
14. Don't have to be perfect!
15. Say "NO" to unrealistic demands on our time--or prioritize the tasks to be done.
16. Share with each other what our demands are.
17. Spend time sharing with each other.
18. Express desires.
19. Realizing others' limitations.
20. Working as a team rather than separate roles.
21. Try new project.
22. Confront people involved.
23. Work with more people.
24. Work with somebody who's "charged".

25. Buy something new.

26. Get away for awhile.

27. More leisure time.

28. Do a different job for a couple weeks.

29. Visit places doing similar projects.

30. Say "NO" and/or negotiate a compromise.

31. Seek support from co-workers.

32. Reevaluate routine tasks and "initiate reallocation of task."

33. Develop time management skills.

34. Learn to use "delaying tactics." Buy time!

35. Check out alternatives and expectations of others.

36. Define own goals and success.

37. Develop open communication in the office.

38. Interacting with others about MBO's.

39. Getting more involved in union activities.

40. Change routine (stay out of rut)
    (i.e. reverse daily order, role play, take a break, switch minor job roles)

41. Interact with Student Advisors.

42. Budget time.

43. Follow-up on new job offers.

44. Share ideas.